NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE bulletin

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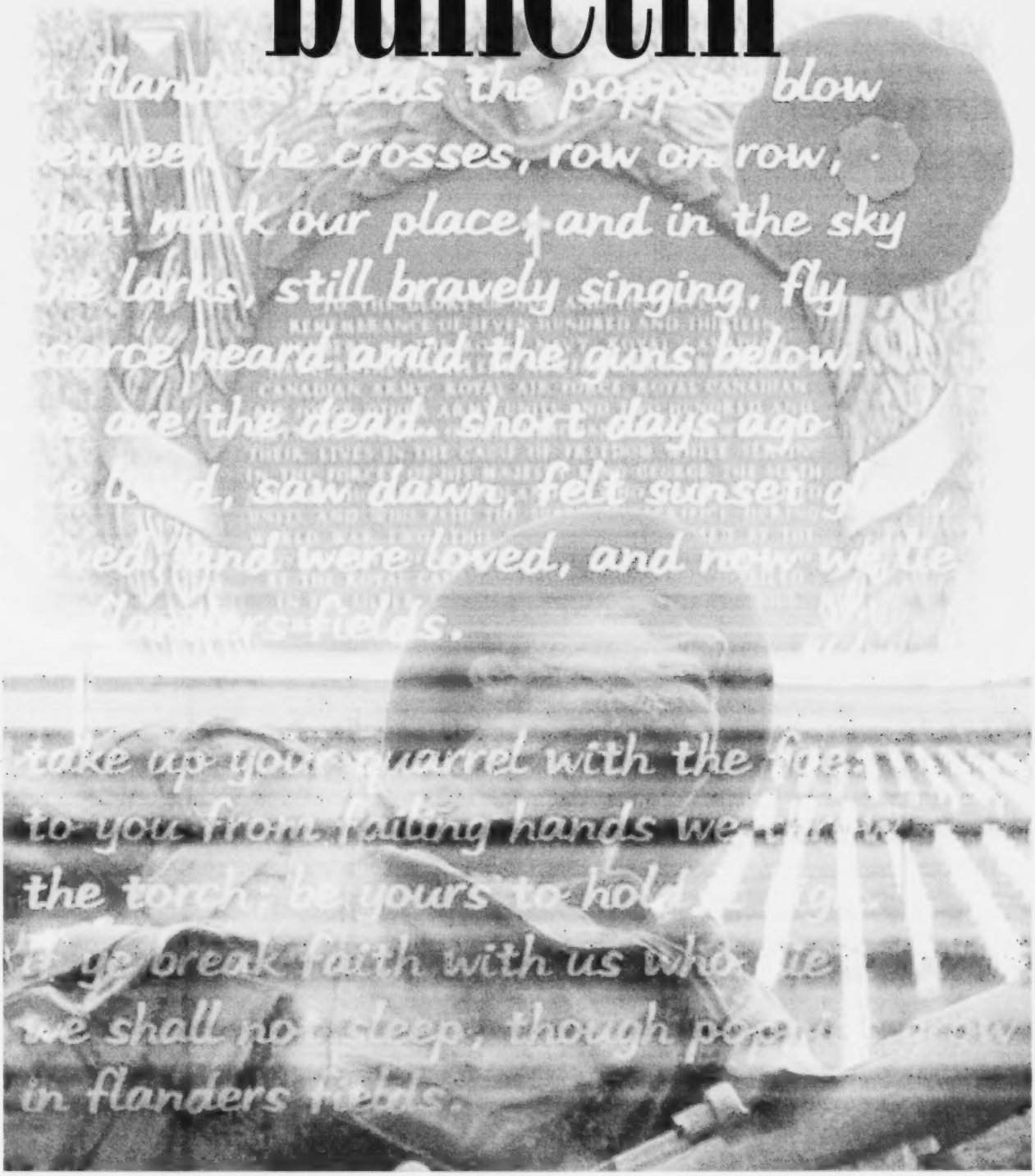
flanders fields the poppies blow
between the crosses, row on row,
that mark our place; and in the sky
the larks, still bravely singing, fly
scarce heard amid the guns below.
we are the dead. short days ago
we lived, felt dawn, felt sunset g
loved and were loved, and now we lie
in flanders fields.
take up your quarrel with the foe
to you from failing hands we
the torch be yours to hold
break faith with us who
we shall no sleep, though
in flanders fields.

A Valuable Resource

by LESLEY-ANN BROWNE

It still amazes me when another issue of *The Bulletin* is completed – in print, on-line and mailed to teachers. What starts as a pile of paper on my desk or many e-mails on my computer screen always manages to emerge as another completed issue. The stacks of articles, On Location reports, obituaries, resources, and calendar listings get organized and placed in files by *The Bulletin*'s Editorial Assistant. She does an excellent job of making sure that all the information is typed, that deadlines are met and that the finished product is on schedule. Meeting the deadlines often means my taking the files home in the evening. This allows my Editorial Assistant the pleasure of placing the files on my desk on Friday evening. But the show goes on and deadlines must be met.

It is helpful when submissions for *The Bulletin* come in via e-mail. This cuts down on the amount of retyping and proofreading usually necessary for this type of publication. Editing can be difficult especially when the author has an ownership issue. But we persevere, none-the-less, and get each issue completed and out on time. The efforts of our graphic designer, printing supervisor, mail room staff and web site coordinator are vital in this process. Once it reaches them they set to work getting it where it is supposed to go.

A feature item in this issue includes an informative and interesting research article by Linda Younghusband. "Teacher Stress in One School District of the Province" discusses stress faced by teachers and how it has been the worst health problem teachers have to deal with. As Younghusband states, "psychological responses to stress may manifest themselves as depression, nervousness, anxiety, psychosomatic complaints, emotional exhaustion and sleep disturbances." The summary article contained in these pages is part of a much larger piece of work by Younghusband. She would welcome hearing from teachers who have concerns and who would be interested in speaking with her. Her contact information can be found at the end of her article.

The issue of teacher stress was also a topic for *The Morning Show* on CBC Radio on October 10. Several teachers, including Younghusband, were interviewed on the conditions that teachers face within the profession and how stress has become quite prevalent in their lives. Those interviewed did an outstanding job of stating the facts about teacher stress and relating these facts to their real life experiences.

There is no doubt the teaching profession has changed in the last few decades. Interviews like the recent one on CBC Radio help bring the issue to the attention of the public. Teachers deserve the respect of communities within which they function and they must be treated like the valuable resource that they are. As Younghusband concludes in her study, "preventing the stress which leads to teacher burnout is one of the biggest challenges for the future of education in Newfoundland and Labrador." I hope that we will not overlook another valuable resource of our province.

THE bulletin

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CONTENTS

Features

8 **Living Well**
Balancing Time: A Question of Management, Reflection & Attitude
by Kathy Burford

10 **Research**
A Pilot Study: Teacher Stress in One School District of the Province
by Lynda Younghusband

13 **Professional Development**
Educational Leave Application 2001-02

17 **Benefits & Economic Services**
Court Upholds Section 43 of the Criminal Code
by Edward Hancock

18 **Professional Development**
Special Interest Councils: A Vital Part of Our Organization
by René Wicks

20 **Professional Development**
Guidelines for Teachers: Corporate/School Partnerships
by René Wicks

22 **Professional Development**
Great Teachers ~ Great Teaching: Making Contact in 2000
by Keith Samuelson

23 **Professional Development**
Experiencing Modern Japan
by Rosemary Webb

24 **Viewpoint**
The New Math.... Teacher: Part II
by Paul Gosse

26 **Viewpoint**
Distance Learning: Educators are Providing All the Right Stuff
by Derek Sheppard

Departments

From the Editor	2
On Location News	4
Obituaries	7
Resources	27
Calendar	*back cover*

NLTA AWARDS 2000 2001

Is There A Potential Winner in Your School

Each year your Association honours several of its members with four prestigious awards. Please take a moment to read about them. If you feel that someone within your school qualifies for nomination for one of these awards for the 2000-2001 school year, please contact your school representative who will forward the name and information on this person to your branch president or the appropriate special interest council president.

Bancroft Award

In recognition of outstanding service given to NLTA at the branch level by an active member and to teachers within two years after retirement from teaching.

Barnes Award

In recognition of outstanding professional development services provided at the Special Interest Council level.
(Nominations must come from NLTA Special Interest Councils or other professional development groups.)

Allan Bishop Award

In recognition of outstanding service to the Association at the provincial level by an active or life member of NLTA.

Special Recognition Award

In recognition of a major contribution made by an active member of NLTA to the cultural, social and/or community life of Newfoundland and Labrador. Consideration is given to achievements in, or contributions to: the areas of the arts (music/literature/ visual arts); service to community, church and service organizations; municipal politics; etc.

Each of these four awards will be presented during the 2001 Biennial General Meeting. For further information on the criteria for these awards, details on the nomination procedure, or nomination forms, contact your branch executive. Nomination deadlines: January 15 for Bancroft Award, December 31 for all others.

ITEMS AVAILABLE FOR TEACHERS

The following items are available, free of charge, (with the exception of item 19):

1. *Thinking About Being a Teacher* Brochure
2. *Parent-Teacher Conferences: Tips for Teachers* Brochure
3. ~~*Homework and Study Tips*~~ OUT OF PRINT
4. *Public Education Works* and ~~*Take Another Look*~~ Bookmarks OUT OF PRINT
5. ~~*Home Reading Guide*~~ OUT OF PRINT
6. *Guide to Reading & Language Difficulties*
7. NLTA Pocket Calendar for 2000-2001
8. Plastic Covers for Pocket Calendar
9. NLTA Wall Calender for 2000-2001
10. ~~*Thank-a-Teacher Stickers*~~ OUT OF PRINT
11. *Child Abuse: Information for Families* Brochure
12. *Child Sexual Abuse: Information for Families* Brochure
13. ~~*Parents are Teachers Too!*~~ OUT OF PRINT
14. *Those First School Days* Brochure
15. *Child's Play is Serious* Brochure
16. *Helping Children Make Career Plans* Brochure
17. *The NLTA And You* Booklet
18. *Teachers' Guide to Employment Insurance*
19. *Well Done!* Certificates
    ($5.00 for 100 certificates)

NOTE: LIMITED QUANTITIES MAY BE AVAILABLE FOR SOME OF THESE ITEMS. WE RESERVE THE RIGHT TO LIMIT QUANTITIES.

MOST OF THESE BROCHURES ARE AVAILABLE ON-LINE AT WWW.NLTA.NF.CA

If you would like any of these items, please contact your school representative or
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PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

ST. JOHN'S

NLTA Staff Changes

Kathy Taylor-Rogers

The Newfoundland and Labrador Teachers' Association is pleased to welcome Kathy Taylor-Rogers to the replacement position of Employee Assistance Program (EAP) Coordinator. Kathy will be replacing Kathy Burford for the remainder of the 2000-01 school year.

Kathy holds a Bachelor of Social Work from Memorial University of Newfoundland and has extensive experience in assessment counselling. She has completed training in bereavement intervention, domestic violence counselling, addictions, sexual abuse counselling, suicide intervention, and solution focused therapy. Kathy will be on replacement contract with the NLTA to the end of June 2001.

NEWFOUNDLAND & LABRADOR

Literacy Development Council reminder notice

The Literacy Development Council wishes to remind all schools of the promotional material sent during the summer concerning the Read-In initiative. If you have not yet named your Literacy Coordinator or if you are in need of suggestions or ideas, please call the Literacy Development office at 709-738-7323 or 1-800-563-1111, or Ed Wade at 709-753-3434 (h) or 709-579-0763 (o).

Lions Quest program promotes life skills

Lions Club of Newfoundland have received approval for a $80,000 U.S. grant to implement the Lions Quest program in schools in Newfoundland and Labrador. The program was designed to develop and promote life skills and teach young people to develop positive social behaviours such as self-discipline, responsibility, good judgement, and the ability to get along with others. The Core Lions Quest programs are: *Skills for Growing* (Grades K-5); *Skills for Adolescence* (Grades 6-8); and *Skills for Action* (Grades 7-12). The Conflict Management programs are: *Working It Out* (Grades K-6); *Working Toward Peace* (Grades 6-8); and *Promoting Peace and Preventing Violence* (Grades 7-12). Funding for the programs is being shared with Lions International and your local Lions Club.

The first program, offered to a group of 36 teachers, is scheduled for late November/early December. To reserve your seat, contact your local Lions Club or Len Mooney, Quest Chair, Tel: 709-722-7861, ext. 211, E-mail: len.mooney@londonlife.com.

Senior High Mathematics League sets game dates for 2000-01

The NLTA Senior High Mathematics League has begun a new year with the St. John's region game dates set for October 21, November 18, February 24 and March 24. The provincial seminar and game is tentatively set for April 28, 2001. Game dates in your district may vary slightly so please consult your district Program Specialist.

The Senior High Mathematics League began in 1987 with a group of Memorial University Math folks who, together with then provincial coordinator Rita Janes, thought it would be great to get together with students and teachers on Saturday mornings four times a year to do some challenging math problems of a novel sort.

Paul Gosse, provincial coordinator for the NLTA Senior High Mathematics League, says these problems are made up by three Math professors (who freely do this for the love of the subject and the interaction with kids). Schools host on a cyclic basis and games are distributed across the province by the provincial coordinator to Program Specialists who act as local coordinators. This year, there is league activity in all but one district with upwards of approximately 30 participating schools. In April 2001, a school(s) from every district will come together once again in a seminar type

setting to enjoy instructional sessions, visit interesting places, and compete in a provincial game, with the support of program specialists and Memorial University's Math Department, all on a volunteer basis. In addition, a web-based version is being developed that should allow any student who cannot get to a site-based game the opportunity to participate.

"It's a wonderful opportunity for teacher professional development, critical discussion, and networking," says Mr. Gosse. "It's lots of fun, subject-based, and brings together secondary and post-secondary people sharing similar goals and concerns in a social setting. I bet that doesn't happen nearly as often as we need it to and really, we should celebrate it."

For more information about the Senior High Math League, please visit www.math.mun.ca/~mleague and follow the information link or e-mail Paul Gosse at pgosse@pwc.k12.nf.ca.

Computers for Schools update

Co-founded in 1993 by Industry Canada and the Telephone Pioneers, Computers for Schools (CFS) is a national, volunteer-based initiative that collects, repairs and delivers surplus computers – donated by governments, organizations and individuals – to schools and public libraries across Canada. Their goal is to place 250,000 computers – one for every classroom in the country – into schools by March 31, 2001.

The Newfoundland and Labrador CFS Program will have to deliver at least 5,000 computers to provincial schools and libraries by March 2001. As of September 2000, 4,700 computers, plus software and printers, had been distributed throughout the province. This means that the program is well ahead of schedule and a celebration will be held this fall when the goal has been achieved.

The main CFS depot where computers are repaired and upgraded is located on Water Street in St. John's (Tel: 709-739-3806). During the 1999-2000 school year satellite depots were also opened at the District 3 and 9 School Board offices (Corner Brook, Tel: 639-2377; Spaniards Bay, Tel: 786-7182). The computers are then distributed based on student population, free of charge, to the 11 school districts in the province, with approximately 10% being allocated to public libraries.

To find out more about the CFS program, or if you are aware of a company that may be interested in donating computers or otherwise partnering with the CFS program, please contact your nearest repair depot or call 709-576-2377 or e-mail cfs@nfld.net. Find out more about CFS at the national website at (www.schoolnet.ca/cfs-ope) or at the newly updated provincial web site at (www.stemnet.nf.ca/cfs/).

ATLANTIC CANADA

Greening School Grounds Program: education through vegetation

The *Greening School Grounds Program* regards the neighbourhood school as the heart of a child's community. Children deserve an interesting, aesthetically pleasing environment where they play and work. A green school ground is full of surprises. As a school yard turns green, real hands-on learning opportunities continuously provide a landscape that is safe, simple, and sustainable while rich with experiential learning activities.

Evidence is beginning to reveal that students' attitudes towards their schools are influenced by the ethos of the school yard. Enrolling students in improving the appearance and activity possibilities on the property greatly increases their sense of ownership and stewardship.

Tree Canada Foundation, with the Nova Scotia Department of Education, is spearheading this comprehensive support program. Environment Canada, who has coined it as "Education through Vegetation", sponsors it. There is a strong leaning towards native species plantings. Native species are low maintenance, require less watering and are hardy for the region. Projects in the program include: berry patches, butterfly gardens, windbreaks, bird habitats, outdoor seating areas, orchards, imaginative arboretums, wetlands, wildflower meadows, alternative play structures, asphalt games, and of course gardens. Gardens may be for food, flowers, water habitats or insects. Tree Canada has sponsored two schools in this province – Newtown Elementary in Mount Pearl and C.C. Loughlin in Corner Brook.

Essential to the entire process is a step Tree Canada calls "Getting Grounded". In the spring of 2000 every school in Atlantic Canada was mailed a brochure explaining how vital to the Program a Greening Group is. This is a core of individuals who ensure that the students, staff, parents and neighbours are involved in the planning of the intended use and value of outdoor spaces at school. The group assures an ongoing commitment by the school to improving and managing the school estate.

For more information on the Program and its funding application contact Bob Peters, 30 Larkhill Street, St. John's, NF, A1B 4C7, Tel: 709-739-9012,

Fax: 709-726-4131; or Rhea Dawn Mahar, Tel: 902-424-3107, E-mail: maharrd@gov.ns.ca.

Register for Hackmatack Children's Choice Book Award

Registration has now begun for the 2000-01 Hackmatack Children's Choice Book Award. This program for upper elementary students in the Atlantic region promotes the reading of high-quality Atlantic and Canadian children's literature. Students read from the list of 10 fiction and 10 nonfiction books over the fall and winter, then vote for their favourite author in the spring.

Last year, thousands of students in more than 220 schools, including 16 schools in Newfoundland and Labrador were involved and organizers are hoping for increased provincial registration this year. The cost is $20 per class (with $5 for each additional class from the same school). Teachers receive a Hackmatack kit including a colour poster, wall charts to record student progress, author information, story summaries, ballots, related activities, student participation certificates, etc.).

The winners of the Hackmatack Children's Choice Book Award for 2000, as selected by student voting, were Sheree Fitch for "If You Could Wear My Sneakers" and Kenneth Oppel for "Silverwing".

The 20 nominated books for 2000-01 promise another year of exciting reading. Sets of Hackmatack books may be ordered for approximately $195 from Granny Bates Children's Books in St. John's. More information is available on Hackmatack's web site at www.hackmatack.ca.

CANADA

Women in Canada 2000 report

There have been major improvements in the status of women in Canadian society in the past couple of decades. As measured by most traditional statistical indicators however, wide gaps still exist between women and men in many key areas. That's the main finding of *Women in Canada 2000*, a statistical overview of the situation of the female population in Canada today, which was recently released by Statistics Canada.

For example, there have been substantial increases in the number of women with jobs in the last two decades. Women also account for a growing share of employment in several professions in which traditionally few women have worked such as doctors, dentists and related health professionals and managers. At the same time, however, women still tend to be concentrated in the types of jobs in which they have always worked including clerical work, sales and service, teaching and nursing. Women also continue to make up the large majority of part-time workers, and even when employed, women still assume most of the responsibility for looking after their homes and families.

In addition, the earnings of women are still considerably less than those of their male counterparts. The earnings of women employed on a full-time basis were still only 73% of those of men in 1997, though this figure is up from 68% in 1990 and 64% in the early 1980s. As well, women continue to make up the majority of the population living in a low-income situation. In 1997, females represented 54% of those with low incomes. Much of the latter phenomenon is the result of the fact that well over half of lone-parent families headed by women, and almost half of senior women who live alone, are classified as having low incomes.

These facts, along with a wide range of related information describing the demographic characteristics, family status, health, education, paid and unpaid work experience, income, and criminal victimization of women, are included in *Women in Canada 2000*. The report also includes special sections dealing with immigrant women, women in the visible minority population, Aboriginal women and senior women.

This 300-page report, which includes over 200 tables and charts supported by clear, easy-to-read textual analysis, represents the most comprehensive set of gender-based statistical indicators available in Canada. As such, *Women in Canada 2000* will be a valuable reference tool for all those involved in either the study of gender-related issues in Canada or the development and implementation of social policies relevant to gender equality.

For more information about the contents of this report, contact Colin Lindsay, Tel: 613-951-2603; Fax: 613-951-0387; or E-mail: lindcol@statcan.ca, Target Groups Project, Statistics Canada. To order a copy of *Women in Canada 2000* (Statistics Canada Catalogue #89-503-XPE; $45) call toll free at 1-800-267-6677.

MARY A. BROTHERS, 1907 – 2000

October 6, 2000 marked the passing of a dear and dedicated lady, Mary A. Brothers (nee Jackman). Mary made an outstanding contribution to the children of Newfoundland during a teaching career that spanned 38 years. She taught mostly in one room schools throughout the province and had immense pride in her work in Little Paradise, Placentia Bay, Mundy Pond, St. John's, Flatrock, Cappahayden and Port Kirwan.

Mary spoke with extreme fondness of the students and families with whom she resided in each community. This sentiment was returned by the numerous students who kept in contact with her over the years and who always spoke so highly of her. I am certain that from her eternal resting place she beamed with pride as so many of her former students attended her memorial service. They spoke of her kindness and her dedication to the pursuit of their education. It served as a tribute to Mary that some travelled from elsewhere in the province to attend her memorial service.

Her loving nature towards children also extended outside the classroom. Although she had no children of her own she opened her heart and home to another child and later to her husband and their children in a way that only Mary and her kind family could.

Mary leaves to mourn Mary Teresa Fowler (nee Guiney) and her husband Billy, and their children (Billy Jr., June Ann, Tony and Michael). She will be sadly missed, always remembered, and forever loved.
(Submitted by Mary Teresa Fowler)

JEAN GWENDOLYN MITCHELL, 1927 – 2000

Jean Gwendolyn (Rowe) Mitchell was born in Green's Harbour, Trinity Bay on December 9, 1927. She was the daughter of the late Albert and Winnifred Rowe.

In her early years, Jean saw the need for education. With her love, care and well being for children, she began her teaching career in 1945 in Morten's Harbour. In 1946 she taught in Spout Cove and the following year taught in Port-Au-Bras, Burin. In 1964 she transferred her teaching duties to St. Michael's School in Creston South. She retired from full time and substitute teaching in 1992.

In 1951 Jean married William H. Mitchell of Port-Au-Bras, who predeceased her on September 14, 1999.

Jean had a fulfilling life of giving and sharing with others through her involvement in the NLTA, Canadian Red Cross, ACW, church choir and various other church related activities.

During her retirement years she enjoyed summers in her travel trailer until her passing on May 30, 2000.

Jean is survived by her son Albert, his wife Joy, and one granddaughter, Melissa.
(Submitted by Albert Mitchell)

HARVEY BECK, 1923 – 2000

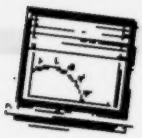
On March 13, 2000 we were all saddened by the passing of Harvey Beck, a retired teacher and well known resident of Carbonear. Harvey was born on Sound Island, Placentia Bay but moved to Old Perlican at an early age. His teaching career, which spanned 37 years, began in 1942 at Braggs Island. He later taught at Change Islands, Channel, Salmon Cove, Grand Bank, and in 1959 came to Carbonear where he continued to teach until his retirement in 1980. He loved the outdoors and after retirement he spent much time camping and fishing "on the river".

Harvey loved to teach. He was a conscientious teacher, highly respected by his students. His understanding, sympathy, learning and integrity were worthy of emulation. No one who knew him can forget his sense of humor and kindly expression. A warm handshake or gentle touch on the shoulder seemed to win friends wherever he went.

He was a devoted husband and loving father. To his wife, Naida, his daughter, Eileen and his son, Bruce, our heartfelt sympathy. May you find some small measure of consolation in the words of the poet, Walt Whitman …
He is not gone. He is just away,
With a cheery smile and the wave of the hand,
He has wandered into an unknown land,
And left us wondering how very fair that land
May be, since he tarries there …
(Submitted by Wm. G. Barrett, colleague and friend)
Note: This obituary was published in the Sept/Oct issue of *The Bulletin*. Unfortunately we omitted Mr. Beck's photo at the time of printing. We apologize for any inconvenience.

Harvey Beck

Jean Mitchell



Balancing Time

A Question of Management, Reflection & Attitude

by KATHY BURFORD

Do you ever feel you have too much to do and too little time to accomplish what you set out to do? It is not an uncommon experience for many to find themselves having to juggle too many internal and external demands both personally and professionally. If you were to stop and take a reading on your 24 hour day to determine the amount of time it takes to accomplish all you have to do, you would probably find that there is not enough time to complete all of your tasks, to sleep, or to relax. Is the culprit really not enough time or better life management?

"Striking a balance between family life and work life commitments can be a constant struggle. A good place to start is with a commitment to determine what we can realistically accomplish."

Teachers are typically very organized individuals. The nature of the work of teaching requires preparation and planning. For example, it is not uncommon for teachers to use their summer months to prepare for new classes they plan to teach in the fall or to be on a constant search for new ideas for classes. Unfortunately, many teachers find themselves having to cope with increased expectations and an increased work load as a result of changes in the educational system. The real issue is not as much about teachers not being good time managers but more about increased demands and unrealistic expectations which can be self-imposed or imposed from external sources. Unrealistic expectations can lead to higher stress and frustration, increased sickness, and a fast track to burnout. It is important to have enough time to plan. It is also important to realistically establish your own limits and be flexible enough to make changes when previous methods are no longer working.

We know people who seem to manage their lives and time effectively. They not only appear to be "good jugglers" but also seem to thrive with the many time challenges they are faced with. What makes the difference given we all have the same amount of time? Mostly it has to do with what we do with our time that really matters. One example of good life management is Dr. Winnifred Rushforth, a Scottish medical doctor by training who, later in her career, became a Jungian psychoanalyst.

Dr. Rushforth had a real zest for living as well as a true respect and love for people. As a young woman in the early 1900's she completed her medical training and was responsible for a busy rural practice. At that time, physicians not only tended the sick and dying but also completed a daily round of house calls. Dr. Rushforth was also a wife and mother and was required to balance the heavy demands of her work with family responsibilities. Following her curiosity and interest in mental disorders, she later studied under Karl Jung and became a psychoanalyst. For over 50 years, Dr. Rushforth had a counselling practice, lectured at the University of Edinborough, and wrote books and articles. At age 92, she was beginning to slow down but still continued her lifelong routine of rising at 4:00 a.m. and meditating. She continued to see people for counselling and facilitated groups. In the mid 1980's, before her death at age 96, Dr. Rushforth completed her third and final book. The book was a reflection of the lessons learned throughout her own life and what she learned from her work with so many people over the years. She thought most life issues had to do with three of the most important commodities in life: time, energy, and money. She thought that people needed to learn how to manage, set priorities, and often reflect on what they were doing in relation to each.

Commonly, the lack of management in any one of these areas, particularly if extended over a long period, would have a significant negative impact on one's quality of life. So, how do we manage all the unrealistic

expectations and demands? A good place to start is always with yourself.

- Know your limits and decide how you will use your energy. The hardest part is learning how to politely and firmly say "No, I am not able to do that right now."
- Plan and organize yourself well ahead of time. Make "to do" lists. Cross off completed tasks.
- Set long and short term goals. Review them periodically to decide whether adjustments need to be made or if they are still the goals that are most important to you.
- Determine your most important priorities. Decide to move lessor priorities to tomorrow, next week, or month.
- Stop putting off important things that matter to you and determine what your time, energy and money "wasters" are.
- Ask for help, share the load, or learn from someone who knows how to make time for rest and relaxation.
- Work on high priority items when you are fresh and take breaks to break up the monotony of long tasks.
- Give yourself 10-30 minutes a day of high quality quiet time. Plan it in your schedule and do it. Reward yourself once a week with an hour or two to relax and unwind after a high demand time.
- Simplify your life. Clean out those closets and rooms full of things you never have or will never use. Cut out unnecessary activities for yourself and your family.
- Check your attitude. If you perceive time as constricting, it probably will be. If you look back over what you have accomplished you can instead have a sense of satisfaction and validation for the work completed.
- Be grateful for your life. Life will always have its ups and downs. Just when we think we have secured a good life and have everything under control, something happens. It could be a small matter which requires our special attention. It could be something much larger that requires all of our time, energy, and perhaps money. While we have little control over much that happens, there are many things we can do by taking the time to reflect on what is important to us, balancing our energy, ensuring rest breaks, making changes, and sticking by our priorities.

We are all given the same amount of time. Striking a balance between family life and work life commitments can be a constant struggle. A good place to start is with a commitment to determine what we can realistically accomplish. With concerted effort, it will not take long to begin managing life in terms of better use of time, energy, and money.

Kathy Burford is an EAP Coordinator with the Employee Assistance Program for teachers. Kathy will be on leave for the remainder of the 2000-01 school year. Her replacement is Kathy Taylor-Rogers. For confidential assistance contact Kathy Taylor-Rogers (ext. 242) or Marie Wall (ext. 265).

Wellness Wisdom

From the Employee Assistance Program for teachers

LIFE MANAGEMENT TIPS FOR TEACHERS

- know your limits;
- set realistic expectations for yourself;
- cut back on clutter; simplify your life;
- tell yourself that you are doing your best;
- learn to say "no";
- share the load with others;
- know what is *really* important;
- work creatively with planned rest breaks;
- get rid of time, energy and money wasters;
- be grateful for your life – the good and the bad;
- plan ahead;
- learn from others.

"TIME IS LIKE A SNOWFLAKE. IT DISAPPEARS WHILE WE ARE TRYING TO DECIDE WHAT TO DO WITH IT."

Please send your comments or suggestions to:
Employee Assistance Program
c/o NLTA, 3 Kenmount Road, St. John's, NF, A1B 1W1
Tel. 726-3223 or 1-800-563-3599
Fax 726-4302 or 1-877-711-NLTA (6582)

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A Pilot Study
Teacher Stress in One School District of the Province

by LYNDA J. YOUNGHUSBAND

"Stress is a developmental process beginning in the pre-professional phase of student teaching."

Across the country in all types of occupations people are working harder, longer than ever, and with less job security. Radio, television and newspapers report that job related back pain, headaches, depression, heart disease, and burnout are on the rise. A recent national survey of Canadian employees found that almost half experienced a "great deal" of stress at work, a quarter of them to the point of it making them sick (*Globe and Mail*, May 17, 2000). Workplace stress is the most common form of stress according to the Heart and Stroke Foundation. In their annual *Report Card on Canadian Health*, released February 2, 2000, the Foundation found that "close to half of all adults age 30 and over are overwhelmed by either their jobs, families or finances". "These results should serve as a wake up call for all Canadians given that one in two adult Canadians report being stressed on a frequent basis. We now know that stress, particularly in the workplace, wreaks havoc on the circulatory system and can contribute to a heart attack or worse." (Dr. Rob Nolan as cited in *The Telegram*, February 13, 2000).

Stress has been said to be the worst health problem teachers have to contend with (Robert Sylwester as cited in R.C. Newell, 1979; Wisniewski and Gargiulo, 1997). The physiological responses to long-term stress are many: elevated blood pressure and other circulatory problems contributing to heart attack, headaches, weight loss, and lethargy are but some. Psychological responses to stress may manifest themselves as depression, nervousness, anxiety, psychosomatic complaints, emotional exhaustion and sleep disturbances.

Frequent and prolonged periods of stress may produce feelings of emotional exhaustion, a reduction in personal accomplishment, a sense of professional failure and contribute to a condition often referred to as "burnout". When stress reaches the burnout level, energies are directed to basic survival; getting through the day becomes first priority.

While there is some degree of strain (the result of stress) in all occupational settings the level of stress and strain among teachers is not a new concern (Kelly and Berthelsen, 1995; Kryiacou and Sutcliffe, 1978). Hunter wrote "air traffic control, surgery and teaching are probably three of the most potentially stressful occupations in the world … in them people are responsible for functioning in learned patterns yet must also possess on-their-feet, high-speed thinking and decision-making skills to handle the unexpected situations triggered by variance of humans and the caprice of nature" (Hunter, 1977, p. 122).

Stress is a developmental process beginning in the pre-professional phase of student teaching. During the first five years of teaching a slow but steady increase in emotional exhaustion is reported. Further, the cumulative effects of stress influence a teacher's commitment to remain in the profession. Teachers who work with emotionally/behaviourally disturbed students are at a high risk of leaving the classroom with attrition rates approximately six times that of other special educators (Wisniewski and Gargiulo, 1997).

Conversations with teachers and with staff at the Newfoundland and Labrador Teachers' Association over the past year indicated stress is a growing problem and a concern that should be investigated. Accordingly, a pilot study was conducted in the spring of 2000 to develop methods for examining the levels of teacher stress and to determine and compare the levels of stress in male and female teachers in elementary, junior and senior high schools.

Subjects and Procedure

One hundred and ninety-eight teachers in one Newfoundland and Labrador school district were surveyed to obtain their report of occupational stresses, strains and coping behaviour using S.H. Osipow's (1998) Occupational Stress Inventory (OSI-R). One

hundred teachers responded which constitutes a 51% response rate. The sample was composed of primary-elementary, junior high and senior high schools in both rural and urban areas. Participants ranged in age from 27-54 years, the mean age being 41 years.

Surveys were delivered to 14 schools in April 2000 and principals were asked to distribute these to every second teacher on staff. Participants were informed in a cover letter that this was a pilot study to determine the level of stress among teachers. It was stated clearly that this questionnaire was anonymous and that there was no way in which individuals or schools could be identified. The surveys were analysed using the Statistical Package for Social Sciences (SPSS).

Measures

The Osipow (1998) Stress Inventory Revised Edition (OSI-R) was self-administered by the teachers. The OSI-R contains 140 statements about a person's work or personal life and comprises three separate scales: occupational stress (ORQ), personal strain (PSQ), and coping resources (PRQ). Each question in the scale is based on a five-point Likert scale ranging from rarely or never true (1) to true most of the time (5). Here are some selected samples of items:

- "I am expected to do more work than is reasonable (role overload);
- "Lately, I have been feeling anxious" (psychological strain);
- "If I need help at work I know who to approach" (social support).

Results

The purpose of this pilot study was to assess the level of stress among teachers in one school district. The results supported the hypothesis that teachers are feeling a high level of stress due to their occupation and highlight serious concerns. The greatest stressor was found to be role overload. Seventy-four percent of teachers feel stress due to role overload often to most of the time; 26% rarely or occasionally.

Ninety-five percent of the teachers described their job responsibilities as increasing yet 74% felt they did not have the resources they need. Table 1 outlines the stress experienced because of this role overload.

TABLE 1: PERCENTAGE OF TEACHERS RESPONDING TO THE INDIVIDUAL ITEMS RELATED TO ROLE OVERLOAD

		RARELY OR NEVER	OCCASIONALLY	OFTEN	USUALLY	MOST OF THE TIME
Q1:	At work I am asked to do too many different tasks in too little time.	2.0	28.0	30.0	23.0	17.0
Q2:	I feel that my job responsibilities are increasing.	0.0	5.0	12.0	28.0	55.0
Q3:	I am expected to perform tasks on my job for which I have never been trained	12.0	29.0	31.0	16.0	12.0
Q4:	I have to take work home with me.	0.0	5.0	7.0	6.0	82.0
Q5:	I do not have the resources I need to get my job done.	6.0	20.0	29.0	38.0	7.0
Q6:	I am not good at my job.	55.0	41.0	4.0	0.0	0.0
Q7:	I work under tight deadlines.	1.0	13.0	26.0	35.0	25.0
Q8:	I wish that I had more help to deal with the demands placed upon me at work.	3.0	16.0	27.0	35.0	19.0
Q9:	My job requires me to work in several equally important areas at once.	7.1	13.3	22.4	29.6	27.6
Q10:	I am expected to do more work than is reasonable.	8.0	27.0	26.0	29.0	10.0

The vocational strain caused by this stress is measured in attitudes toward work and the extent to which the individual is having problems in work quality or output. Thirty-one percent of the teachers feel they are not able to get much work done, 29% dread going to work lately, 46% do not find work interesting or exciting, and 38% cannot concentrate on the things they need to do at work.

Some interesting, yet disturbing discoveries came to light in the Role Ambiguity domain. Fifty-eight percent of the teachers said that they are rarely or only occasionally provided with useful feedback about their performance by their administration and 29% do not know the basis on which they are evaluated. Many of the teachers surveyed clearly felt unsure of where they fit in the local educational system, are not clear who is 'captaining the ship', and feel considerable conflict between what they are expected to do and what they think is right or proper. They feel the amount of work expected of them is unreasonable while at the same time feeling a high level of responsibility and worry about meeting these job responsibilities. According to Wisniewsk and Gargiulo (1997), when performance expectations are established for teachers but relevant resources are not provided, a degree of uncertainty is experienced by these teachers. "This uncertainty becomes an important source of anxiety and stress that ultimately influences a teacher's commitment to the school and profession."

"They feel the amount of work expected of them is unreasonable while at the same time feeling a high level of responsibility and worry about meeting these job responsibilities."

The physical working environment can add to or help decrease one's stress level. In this case teachers report they are working in high noise levels, high levels of dust, temperature extremes, and bright lights. Added to this, one-in-ten feel that their job as a teacher is physically dangerous. Is it any wonder, given these all these facts, that, as discussed earlier, 29% reported dreading going to work lately.

The interpersonal strain caused by this occupational stress is apparent as teachers report doing things by themselves instead of with others and finding that lately their relationships are not good. Forty-four percent indicated that recently they find they need time to themselves to work out their problems. Of great concern are those 14% (or 1 in 7) who state that they have been withdrawing from people lately.

Forty-four percent of the respondents feel tense and 34% report having difficulty falling asleep. Fifty-six percent of respondents feel unwell much or most of the time.

Considering the above statistics, indicating feelings of stress and strain due to a heavy workload in a physically unhealthy environment, without the support or resources they feel they need, it is easy to understand why 79% of these teachers rarely go to a movie, theatre or concert. They have not the time or the mental or physical energy required. Worrisome are the 16% who report using excessive amounts of alcohol and the 39% who rarely get the sleep they feel they need.

The results of this pilot study of one school district support Kyriacou's definition of teacher stress as "the experience by a teacher of unpleasant emotions, such as tension, frustration, anger and depression resulting from aspects of his work as a teacher" and demonstrate that teacher stress is a serious problem in this province. This problem must be attended to if we want to improve working conditions for teachers and ensure our students a quality education. The solutions will not be simple but perhaps preventing the stress which leads to teacher burnout is one of our biggest challenges for the future of education in Newfoundland and Labrador.

Lynda Younghusband is presently on leave from Booth Memorial High School and teaching the Graduate Counselling Program with the Faculty of Education at Memorial University of Newfoundland. This article is part of a larger study on teacher stress. For more information or to discuss the full report contact Lynda at 709-737-7614 or via e-mail at lyounghu@mun.ca.

APPLYING FOR EDUCATIONAL LEAVE

Academic Year 2001-2002

The deadline for applications for educational leave (academic year 2001-2002) is **February 1, 2001**. Teachers who are interested should **apply to their school districts** in accordance with Article 20.03 of the Collective Agreement using the application contained on the following two pages. **School districts** should forward approved applications to: Mr. Gary Hatcher, Director of School Services and Professional Development, Department of Education, P.O. Box 8700, St. John's, NF, A1B 4J6. In accordance with the Collective Agreement, the Educational Leave Committee will make its selection by March 1, 2001. Please note that only the information contained in the application will be used by the Committee in the selection process and that additional information will not be considered. The successful applicants will be notified before the end of March. Please take particular note of the eligibility requirements (20.01) and of the continuing employment commitment if your application is accepted (20.07). The corresponding article in the Labrador West Agreement is Article 32.

Educational Leave Selection Criteria: 2001-2002

General:

(1) An attempt is made to award leaves so there is no disruption among the various school districts of the province in relation to the teacher population of those districts;

(2) There is an attempt to allocate leaves to males and females in the proportion that each group is represented within the teaching force.

Specific:

(1) Financial: (a) number of dependents; (b) other awards, scholarships, fellowships, etc., received during period of leave.

(2) Education History: (a) certificate level; (b) degrees held and dates conferred; (c) major field of study; (d) date of last course taken; (e) opportunity to upgrade at local level.

(3) Years of teaching experience.

(4) Professional involvements.

(5) The educational needs of the district as recommended by the Director.

(6) The educational needs of the province.

The general criteria are quite clear in intent and govern the overall selection of leave recipients. Numbers 1 through 4 of the specific criteria are designed to give a detailed profile of the applicant, including the concept of need and the professional background. In addition, the educational needs of the school district and the province are considerations which may vary in weight or nature from year to year.

It is important to realize that the program of study which the applicant intends to pursue is one of the factors considered in deciding on the allocation of educational leaves, and when leave is granted to an individual it is granted on the basis of the information contained on the application form. **If a successful applicant finds it necessary to change his/her planned program of study from that indicated on the application, the Selection Committee will then reconsider the granting of the leave before making a final decision.** All leaves granted are awarded on that basis.

Considering the above, it is to the applicant's advantage if acceptance to the program indicated is obtained prior to applying for the educational leave. Many programs are extremely limited in the number of seats available, so applicants should be reasonably sure of acceptance before listing a particular program.

No one factor of those listed in the above criteria dominates the Committee's final decision. Each member of the Committee, after thorough discussion of all the factors and after reviewing in detail the information on each applicant, has input to the final selection. Every effort is made to apply the criterion in a consistent fashion, and some aspects of the procedure may be computer-assisted.

POLICY REGARDING AWARDING OF EDUCATIONAL LEAVES

(1) The maximum leave to be awarded any one teacher shall be 2½ university semesters.

(2) Leave shall normally be awarded for a duration of 1 or ½ university semesters.

(3) A teacher will be eligible to receive an additional award five years after receiving an award.

(4) Notwithstanding the above, a teacher may receive additional awards if that teacher is pursuing a program of studies at the request of the Educational Leave Committee or a program of studies which the Committee has identified as one to receive priority.

(5) In any given year if the number of leaves available exceeds the number of "first-time" applicants, the additional awards will be given to applicants who have received an award previously.

ARTICLE 20 – EDUCATIONAL LEAVE

20.01 Subject to the other provisions of this article, a teacher who has been employed in Newfoundland as a teacher for five years or more may be eligible for educational leave up to one year.

20.02 There shall be an Educational Leave Committee consisting of five members, two of whom shall be appointed by the Newfoundland and Labrador Teachers' Association.

20.03 Teachers who are eligible for educational leave and who wish to obtain such leave shall make application to the school board. Only applications which are approved by the school board shall be forwarded to the Educational Leave Committee.

20.04 Prior to January 1 each year, the Minister shall notify the Educational Leave Committee of the number of teachers who may be granted educational leave in the coming school year. In any event, the minimum number of teachers who may be granted leave shall be 30 per year, or the equivalent.

20.05 The Educational Leave Committee shall, not later than the first day of March of the year of the award, select those teachers who are to be granted educational leave. The number selected by the Committee shall not exceed the number indicated by the Minister in accordance with 20.04.

20.06 Leave granted under this article shall be at the rate of ⅔ salary.

20.07 Upon completion of the educational leave, a teacher shall return to the school board from which leave was granted, for a period of not less than double the period of leave granted.

20.08 A teacher granted educational leave shall, subject to Article 9, on return be given the same position or comparable position in the same school, unless it is mutually agreed between the teacher and the school board that the teacher return to a particular position.

20.09 The period in which a teacher is on educational leave with pay shall be considered as full time taught.

20.10 Nothing in this article shall be deemed to preclude leave privileges which may be available to teachers under Article 19.

APPLICATION FOR EDUCATIONAL LEAVE

September 2001 – August 2002

NAME: _____ S.I.N.: _____

DATE OF BIRTH: _____

HOME ADDRESS: _____

_____

PHONE: (Home) _____ (School) _____

SCHOOL DISTRICT: _____

PRESENT TEACHING CERTIFICATE: _____

DEGREES/DIPLOMAS:

Degree/Diploma: _____ Major Field of Study: _____ Date Conferred: _____

Degree/Diploma: _____ Major Field of Study: _____ Date Conferred: _____

Degree/Diploma: _____ Major Field of Study: _____ Date Conferred: _____

CURRENT TEACHING ASSIGNMENT: _____

DATE OF LAST COURSE TAKEN: _____

NO. OF YEARS TEACHING:
In the Province: _____ Elsewhere: _____

List dependents, giving ages: _____

_____

_____

List of other awards, scholarships, fellowships, etc., which will be received for the period of leave: _____

_____

_____

List of professional involvements for the past three years: _____

_____

_____

DATES FOR WHICH LEAVE IS REQUESTED: (Period: September - December 2001; January - April 2002; May - June 2002)

First Choice: _____

Second Choice: _____

Educational Institution: _____

What program of study do you intend to pursue? _____

Have you been accepted for this program of studies for the semester(s) indicated? ❑ Yes ❑ No
(If yes, please attach confirmation of acceptance from the educational institute.)

PURPOSE FOR LEAVE:

(Give an indication of your educational goals, area of study to be pursued, etc. Attach an additional sheet if required.)

_____

_____

_____

I hereby certify that I fulfill the requirements for educational leave as outlined in Article 20.01 of the Collective Agreement and accept the obligation imposed by Article 20.07.

Date: _____ Signature: _____

NOTE TO TEACHERS: Please forward to your School District and from there it will be forwarded to: *Mr. Gary Hatcher, Director of School Services and Professional Development, Department of Education, Confederation Building, P.O. Box 8700, St. John's, NF, A1B 4J6.* Application must be

OFFICE USE ONLY

Approved on behalf of School District No. _____

which agrees to the provision of Article 20.08 and 20.09.

School District Comments/Recommendations: _____

_____

_____

_____

Date: _____ Signature: _____
(Chairperson or Director of Education)

_____

Recommended for educational leave by the Educational Leave Committee for the period of:

_____

Program of Study: _____

Date: _____ Signature: _____

Court Upholds Section 43 of the Criminal Code

by EDWARD HANCOCK

In July, the Ontario Superior Court of Justice released its decision on the recent constitutional challenge to Section 43 of the Criminal Code. Past articles in *The Bulletin* have informed teachers that the Canadian Foundation for Children, Youth and the Law had filed an application with the court requesting a declaration that Section 43 was unconstitutional. The Foundation argued that Section 43 violated several sections of the Charter of Rights and Freedoms; specifically Section 7 (the right to life, liberty and security of the person), 12 (the right not to be subjected to cruel and unusual treatment or punishment) and 15 (the right to equal benefit of the law without discrimination). It further argued that Section 43 cannot be justified as a reasonable limit to individual rights under Section 1 of the Charter.

"The position taken by CTF was that teachers need the protection of Section 43 in situations in which they may find themselves in the course of their duties."

Section 43 of the Criminal Code states: *Every school teacher, parent or person standing in the place of a parent is justified in using force by way of correction toward a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.*

The Canadian Teachers' Federation had applied for, and was granted, intervener status in the case. The position taken by CTF was that teachers need the protection of Section 43 in situations in which they may find themselves in the course of their duties; for example, intervening in a fight between students, restraining a student or using force to remove a student from the classroom. The NLTA supported CTF's position and filed a supporting affidavit as part of the CTF submission to the court.

The Ontario court found that Section 43 does not infringe Section 7, 12 or 15 of the Charter. It accepted the argument of the Government (the respondent in the case) that the purpose of Section 43 is to give latitude to teachers and parents to carry out their responsibilities imposed by law to provide for, nurture, and educate their children. The court also found that, while there have been disparities in the judicial application of Section 43, the trend of the law demonstrates a workable test for Section 43 which is in conformity with the Charter.

In reviewing whether Section 43 violates Section 15 of the Charter (discrimination on the basis of age), the court held that the distinction in Section 43 is an appropriate response to the unique circumstances of the child. Because the court found that Section 43 does not discriminate against children, it did not address the question of whether the Section is a justifiable limitation (under Section 1 of the Charter) on the rights of a child to equality under the law.

The decision of the Ontario Superior Court of Justice is being appealed to the Ontario Court of Appeal by the Foundation for Children, Youth and the Law. It is expected that, whatever the outcome at that level, the matter will eventually be appealed to the Supreme Court of Canada.

Edward Hancock is Assistant Executive Director with the NLTA.

Special Interest Councils A Vital Part of Our Organization

by RENÉ WICKS

Within the Professional Development Division of the NLTA a significant portion of activity and funding has been directed towards the establishment and ongoing operations of Special Interest Councils. Since the early 1960's the NLTA has funded the operation of Special Interest Councils and these have remained some of the cornerstones of the Association's professional service. Through the council system the many disciplines and interests of education are represented and for thousands of teachers throughout Newfoundland and Labrador an avenue is provided for an active participation in the professional activities of their Association.

A fundamental component of Special Interest Councils is that their activities are led by practicing teachers who form the Provincial Executive of each council. In addition, councils may have regional executives established at different locations around the province, thus allowing for even greater grassroots involvement on a more localized basis. In very general terms the purposes of Special Interest Councils are:

- The Professional Development of members through communication and the provision of professional experiences.
- To address any welfare matters unique to the members of that council, and social issues having direct relevance to education.
- To provide a communication link among members so that topics of common concern may be shared with teachers throughout the province.
- To provide leadership in specific areas of education by making representation to the Association, to the Department of Education and to other educational agencies on behalf of Special Interest Council Membership.

More specifically Special Interest Councils provide for professional development in a number of ways:

- The planning and implementation of provincial and regional conferences.
- Conducting tele-conferences, symposiums, focus groups and information sessions.
- Responding to curriculum documents and making representation to government or other agencies on educational issues.
- Preparing and distributing newsletters and flyers.
- Establishing affiliations with national counterpart organizations.

It is fair to suggest that during the 1970's and 1980's the Special Interest Councils of the NLTA evolved into a major source of professional development for teachers throughout Newfoundland and Labrador. The Special Interest Councils work in collaboration, not only with the Professional Development Division of the NLTA, but quite often in concert with Program Development Specialists at the Department of Education and with Program Implementation Specialists at district offices. Over the years tens of thousands of teachers have been actively involved as members of our Councils and have availed of professional development programs that these councils delivered.

During the past decade Special Interest Councils have undergone a period of extensive challenge. Declining student enrolments, reduction in the numbers of teachers, lack of substitute teacher time and massive restructuring of the province's education system have often made it quite difficult for councils to sustain the level of activity of previous decades. During recent years a number of councils have disbanded and several have combined to form new organizations in an effort to streamline operations and to appeal to a broader range of interests.

In spite of these trends hardworking teachers have continued their leadership and have often taken great risks to host provincial conferences, never sure of how

many teachers will be given leave to attend. The Association's commitment to the Special Interest Council structure remains strong, as we strive to meet the legitimate needs of special groups of teachers.

The following is a current list of our Special Interest Councils:

Special Interest Council	Location
Art	Pollard's Point
Conseil des Enseignant(e)s Francophones	Stephenville
Council of Special Services	St. John's
Educational Partnerships Council	St. John's
NF & Labrador Educators of the Deaf	St. John's
Home Economics	Lewisporte
Humanities (Social Studies/Religious Ed)	St. John's
Learning Resources	Corner Brook
Math/Science	Gander
Modern Languages	Port aux Basques
Music	St. John's
Physical Education	St. John's
Primary Teachers	Gander
Program Specialists	Grand Falls-Windsor
REaD (Reading, English & Drama)	St. John's
School Administrators	Southern Harbour
School Counsellors	Marystown
Small Schools	Rencontre East
Substitute Teachers	Mount Pearl
Technology Education	Clarenville

The Elementary Special Interest Council is currently inactive. If you are interested in forming a new Provincial Executive for this organization or wish to become involved in a Special Interest Council (either as a member or in an executive position), please contact the appropriate Council or the Professional Development Division of the NLTA.

Rene Wicks is Administrative Officer, Professional Development Division with the NLTA.

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Mount Pearl	[illegible]	[illegible]	St. Anthony	[illegible]	[illegible]
Carbonear	[illegible]	[illegible]	Labrador City	[illegible]	[illegible]
Gander	[illegible]	[illegible]	Happy Valley	[illegible]	[illegible]
Grand Falls-Windsor	[illegible]	[illegible]			

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Guidelines for Teachers

Corporate/School Partnerships

by RENÉ WICKS

During the past number of years there have been an increased number of partnerships established between our schools and various corporations. In addition, we have seen the emergence of profit-motivated organizations, such as Spell Read Canada and Youth News Network, which have been aggressively promoting their products and services to our students through our schools. Although there are often great benefits from such coalitions we must, as a group of professionals, be cautious about possible dangers. Conflicts of interest, expectations for increased involvement of teachers, infringement on the rights and duties of teachers, and exploitation of students and teachers are just some of the factors to be considered. In response to these concerns, the NLTA has recently adopted a number of policies designed to provide guidance to our membership. The text of these policy statements follow:

Corporate/School Partnerships

Philosophically the Newfoundland and Labrador Teachers' Association is opposed to corporate/school partnerships. However, where they do exist, such partnerships must be based on sound educational principles, built on trust and mutual respect between the contracting parties, and established under the following conditions:

- Partnerships shall be based on shared objectives and a clear definition of the responsibilities of each party.
- Partnerships shall not exploit students.
- Partnerships shall benefit students and staff.
- The expectations of each partner shall be clearly defined before entering into the partnership.
- Full discussion involving the participating school board, school staff, school council, parent groups and the prospective business partner shall take place before entering into a partnership.
- Partnerships shall not compromise the aims, goals, and outcomes of public education.
- Teacher participation in partnerships shall be voluntary.
- Partnership agreements shall be for a specified period of time.
- Partnership agreements shall be systematically evaluated.
- Partnerships shall not be established to compensate for inadequate provincial or local funding for education.
- The Department of Education and school boards should develop, through wide consultation, guidelines regarding corporate involvement in education and should monitor and publicly report on such ventures.
- Programs of corporate involvement should meet an identified education need, not a commercial motive.
- The Department of Education and school boards should ensure that opportunities for partnerships are made available, on an equitable basis, to all schools regardless of size, grade levels, or location. [Apr/6-7/00]

Programs and Curricula from Corporate Sources

Programs/Curricula Offered Within the Instructional Day

a) The NLTA believes that programs or curricula promoted by private enterprise, which have not been authorized by the Department of Education, should only become part of the schools' offerings under the following conditions:

i) All programs and curricula intended for classroom use shall be subjected to a rigorous evaluation and accepted only upon recommendation by appropriate program development specialists at the Department of Education and/or program implementation specialists at school district offices.

ii) Programs and curricula utilized by the school or district shall be taught only by certified teachers who have been hired by school districts in accordance with the provisions of the Collective Agreement.

iii) Parents and/or students shall not be expected to pay additional private fees, either directly or indirectly to a private company, to access any programs which meet the outcomes of the authorized provincial curriculum, when these programs are offered through the school during the regular instructional day.
iv) Such programs and curricula shall contain no advertising of any kind as this would constitute commercial exploitation of children. The names of sponsors of curricular supplements should be stated clearly on all packaging and teacher directed materials. However, student materials shall not display corporate logos or brand names.
v) Programs or curricula which have passed the necessary rigorous evaluation process should be made available on an equitable basis to all students who can benefit from these programs, and not only to those who can financially afford access.

Programs /Curricula Offered Outside the Instructional Day, Which Meet the Outcomes of the Authorized Provincial Curriculum

a) All programs and curricula from corporate sources, offered outside the instructional day, shall undergo an accreditation process and licensing procedure administered by the Government of Newfoundland and Labrador.
b) Teachers and administrators should not provide advice or feedback directly to corporations offering instructional programs outside the regular school day. Educators shall not divulge confidential information from school records regarding student progress, strengths and needs, or other informal and formal assessment information.
c) All such programs should be delivered by teachers who are certified to teach in the Province of Newfoundland and Labrador. [Apr/6-7/00]

We hope these policies will provide some guidance. If you have further questions please contact Rene Wicks, Administrative Officer, Professional Development Division, NLTA.

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Great Teachers ~ Great Teaching

Making Contact in 2000

by KEITH SAMUELSON

Contact 2000, an annual "Conference on New Techniques and Classroom Teaching", took place from August 13 to 16 at the Canadian Coast Guard College in Sydney, Nova Scotia. Twenty-eight teachers from Newfoundland and Labrador met with colleagues from Nova Scotia, New Brunswick and Prince Edward Island for four days of professional growth, relaxation and rejuvenation. In the process we had an opportunity to enjoy the hospitality for which Cape Breton is renowned.

The theme for this year's conference was "Great Teachers/Great Teaching". Brian Forbes, NSTU President, gave a warm welcome and organizers from their local branch made the experience thoroughly enjoyable from the moment of arrival to departure.

Throughout the conference we were nurtured by enthusiastic, knowledgeable and thoughtful presenters. During the panel discussion on the first night we learned a great deal about "The Characteristics of Great Teachers and Great Teaching". The learned panelists agreed on three main points:

1. Great teachers are passionate. They love their subject, have a strong academic background and are able to employ a variety of strategies to enrich the learning environment.
2. Great teachers are compassionate. They make sure that every student is given opportunities to experience success, have high expectations for themselves and their students and model life-long learning in classroom practice and personal professional development plans.
3. Great teachers are consistent, particularly in the areas of discipline and evaluation. Their classes are engaging, challenging and relevant to the needs of the students they are teaching.

If great teaching requires continuous "contact" with other teachers, then Vince Macdonald's colleagues have been blessed. His plenary session entitled "The Gift of the Teachers" was truly inspirational. Vince pointed out that our lives are shaped by those who love us and those who refuse to love us. Since passion is essential to great teaching, the teacher as a person is much more important than the teacher as a technician. All of the major causes of stress, not the least of which is having to deal with more of the students with whom we have had the least success in the past, are manageable. Vince gave a number of heart-wrenching examples of people who overcame seemingly insurmountable odds because of their positive attitude. Quite simply, it's not what happens to you that determines the quality of your life, it's how you react to what happens to you. Great teachers take care of their psychological health in order to ensure that their family life is joyful and their professional life rewarding. There is no other way to do justice to the awesome responsibility of passing civilization from one generation to the next. Indeed, there is a purpose to our lives far beyond anything we ever imagined.

CONTACT 2000 delegates from Newfoundland and Labrador.

While the conference was enlightening as an experience which delineated the personal attributes of great teachers, the concept of teacher as technician was certainly not neglected. Concurrent sessions on *Quantum Learning*, *Multiple Intelligences*, *Learning Styles*, *Balancing Career and Personal Life*, *Multiage Teaching* and *Integrating Fine Arts into Curriculum* provided participants with many practical strategies for great teaching. Our provincial contributions to the "Salt of the Earth" festivities, small group discussions, personal reflection periods, closing banquet and dance helped us model other critical components of great teaching: fun, introspection and celebration. Teachers who wish to enrich their personal and professional lives will be making "contact" again next August in Prince Edward Island.

Keith Samuelson teaches at Prince of Wales Collegiate in St. John's.

Experiencing Modern Japan

by ROSEMARY WEBB

Japanese is a difficult language to master. During my two week stay I managed to get by on a few essential words: *o-ha-yo* (good morning), *domo arigato* (thank you very much), *sumi ma sen* (excuse me), and *kampei* (cheers). If you're wondering about the necessity for learning Japanese, I was fortunate to be selected as a participant in the Keizei Koho Center (Japan Institute for Economic Affairs) Fellowships Program this summer.

Initiated in 1980, the program offers social studies educators the chance to experience modern Japan first hand. The purpose is to enable educators to provide an accurate picture of Japan to their students when they return to their classrooms. Our group of 19 comprised 13 participants from the United States, two from Australia, two from England, with myself and a teacher from British Columbia representing the Canadian contingent.

Grade IV students at Yaga School in Hiroshima enthusiastically wave Viking flags brought along by Rosemary Webb during her visit to the school.

The schedule was well organized and hectic as we attended lectures on Japanese society, economy and education as well as participating in informal discussions and visits to businesses, factories and schools. We were also provided with opportunities for sight-seeing, and some of the highlights included visiting Kamakura shrine, Miyagima Island, Mount Fugi and Hiroshima. There were some occasions to wind down with Japanese karaoke and a baseball game in Tokyo.

When introducing Japan in my Social Studies classes I will emphasize the politeness of the Japanese people. You become accustomed to bowing gently, head inclined, as a greeting. This is a country of contrasts where it is possible to witness a blend of an entrenched traditional culture and a dynamic twenty first century culture. While visiting an ancient shrine, we noticed an old man and woman, their heads bowed in reverent prayer. The peaceful silence was broken when the old lady's cell phone rang and she brought out the phone from its hiding place in her kimono. The young people have embraced the Western culture. They wear the same name brands and have adopted our music and movies.

Rosemary Webb visits the Sadako Memorial in Hiroshima which is adorned with thousands of paper cranes.

The visit to Hiroshima and the Peace memorials was a moving experience. The story of Sadako was brought vividly to life when visiting her memorial, adorned with thousands of paper cranes. Hopefully my slides, photographs, mementos and experiences will help in bringing Japan alive for my students.

Nippon su-ki-de-su (I like Japan)!

Rosemary Webb is a Grade V teacher at St. Peter's Elementary School in Mount Pearl. For more information on this fellowship program contact Rosemary at www.ncss.org.

The New Math… Teacher: Part II

by PAUL GOSSE

This article is Part II in a two-part series by Paul Gosse. Part I was featured in the Sept/Oct issue of *The Bulletin*. The complete article is available in the Spring 2000 issue of *The Morning Watch* (www.mun.ca/educ/faculty/mwatch/nmwatch.htm).

A Technology Concern Via Analogy

The available technological tools and pedagogical shifts associated with reform-driven curriculum affect all teachers. Few teachers overtly claim to be well prepared in managing such significant change. There seems no obvious analogy for the shift in the nature of approach text material has taken. However, one valuable technological analogy with potential for a few learnable lessons in common with such a shift was the introduction of the ordinary scientific calculator. The effect, or non-effect, it has had on teaching practice could certainly be considered analogous to the need for graphing calculators in instruction today.

Calculators have been available for some time. In the mid to late 1970s, tables of logarithms and trigonometric values became redundant with the availability of the scientific calculator. Through the 1980s, calculators became more commonplace in the hands of students. There were some questions raised about the impact such a device might have on students' numeracy … would students become calculator dependent or were they simply becoming technologically literate in the tool of the day?

This tool placed mathematics teachers in an interesting and tenuous position. There seemed to be little or no initial (and apparently no subsequent) broad-based training in appropriate incorporation of scientific calculators into instruction no matter the grade level. Sparse research offerings at the time likely made the development of wise strategies for employment of that resource difficult. Yet, the presence of calculators in the classroom became a reality and something teachers began to deal with on a daily basis.

An interesting dichotomy results when questions about the possibility of a calculator-dependent generation of learners contrast against the background of their teachers (who themselves were likely not as calculator literate in the 1980s as they would be today). One might think that teachers raised on mental math and pencil and paper would rail against unguarded calculator use in a classroom. As many teachers may have found however, attempts at controlling the use of a calculator may have been perceived as disempowering the student or as removing the opportunity for the child to become literate with a blossoming technology. This duality may have caused some teachers to struggle with what exactly might best serve students in terms of calculator application. Certainly, as professionals, teachers would exercise their best judgement and do whatever they felt was in the best interests of the students.

General statements about calculator use crept into curriculum documents through the 1990s. Largely, however, teachers themselves seemed charged with defining the role scientific calculators would play in learning. There seemed a lack of external clarity surrounding definitive use and place of calculators to say nothing of establishing conventions for use and providing baseline scientific calculator literacy inservice.

Similar concerns might be expressed regarding graphing calculator use today or the general expectation that technology be smoothly integrated into curriculum. Similar concerns might also be expressed regarding a broadening of assessment strategies and increasing cross-curricular coherence through mathematics teaching. Effectively, teachers may feel they are in the same position with respect to reform initiatives … that a lot of the implementation is being left to the best efforts of teachers as professionals. Responsible enaction, in a manner consistent with curricular intent, demands concurrent field support through professional development. Otherwise, we may look back in ten years wondering why graphing calculator dependence has emerged as an issue in the teaching of mathematics. If this is a matter of public and other concern, it seems germane to really consider the reasoning underlying both sides of the calculator dependence discussion first, and now.

A Recruitment Concern

At a time when accountability, testing programs and public interest in educational matters have increased, early retirement may be more attractive than ever before for mid-boomer teachers. This certainly appears to be happening in Newfoundland and Labrador and also on a national scale. In a media piece aired last Spring on the *CBC National News*, educators point to a shortage of up to 20,000 teachers by the year 2001 as increases in graduates from teacher training programs lag behind the dramatic increases in retirement. Mathematics is one subject where a shortage of qualified candidates seems to have appeared already.

This may also prove a difficult time to attract credible candidates to leadership positions within education-positions which many mid-boomers currently hold. (For example, 1999-2000 data from the Department of Education database, generated for the author on March 24, 2000, indicates that, of active full-time teaching units, the vast majority of Department Head positions in schools are held by teachers aged 45 years and older. The same is true of Program Specialist positions at the school board level and of administrators.) Newfoundland and Labrador school boards are progressing through the pains of wholesale reorganization. They are now poised to lose the tail end of the mid-boomers to retirement effectively releasing decades of experiences in leadership. Attracting candidates to leadership positions during times of educational stress may prove challenging. With the present age stratification of our teaching force, new hiring is likely to involve younger personnel with the potential to occupy positions of leadership for some time.

One question through this transition of leadership is: "Are jobs being filled with candidates that would do the best job in the same or better circumstances, or are conditions such that some candidates are choosing not to apply?" They may not be the same thing. Many late-boomers may be further along in their career and personal lives when faced with decisions about upward mobility than were their more senior colleagues. What might normally be perceived as a rite of ascendancy may not hold the attraction of late-boomers. Difficulty attracting first-rate candidates to positions would rarely be obvious to the public since positions within hierarchies become filled as a matter of course and the system rumbles on.

At a time when mathematics is changing and there is the potential for this turnover of leadership to influence mathematics delivery for 10-15 years, a clear view of the qualifications of the candidates measured against the needs of schools has never been more important. Depending on circumstances, it may be the teachers with less than 10 years experience who now find themselves qualified, informed and occasionally alone in their willingness to apply for positions of leadership.

Collegial Casualties?

There is a generational shift that has not occurred in education on this scale in this province before. There are and will continue to be casualties. Teachers are now faced with dramatic changes which many claim have not been supported by enough professional development.

Given the magnitude of change in mathematics resources and technologies and the historical context surrounding educational change, adequate information and enabling professional opportunities seems the minimum of reasonable support for those within three to five years of retirement. If given a choice, many teachers would likely say their last year should in many ways be their best year. I would re-phrase this to say their last years should in many ways be their best years. Disregard in terms of support for those teachers may compromise what is possibly our richest educational resource in a generational window that is rapidly closing.

Teachers at mid-career who feel unsupported professionally may be called upon to be the next generation of leaders. They may struggle with gauging their own state of preparedness against the demands of curricular and technological change and so can not be presumed to be hungry for the pressures of leadership. It is especially important now to support these teachers whose influence potentially could reach students for 10-15 years.

Those early in their careers may also be looked to for leadership at a time when education is at the very least a hectic and stressful existence. For these teachers, opportunity knocks. Be sure you ask what they are selling.

Now is the time to refocus on what it is that teachers are expected to do, how the employer supports them in doing that, and to refocus on reasonable expectations that an employee knows will result in retraining and material support as the world changes. To do less may risk disenfranchising more senior and mid-career teachers and exacerbate the teacher shortages already predicted and further compromisie the leadership pool in the process.

A re-culturalization of mathematics teachers in this province has begun and will last, at least in terms of mid-boomer retirement consequent hiring, at least three to five years. How will that new culture look? What will its defining characteristics be?

We seem to have arrived at a more realistic embodiment of "new math". For that, of course, we will need The New Math…Teacher! Let us hope that conditions and support help us find enough of them.

Paul is the Mathematics Department Head at Prince of Wales Collegiate in St. John's. He worked in Mathematics Education on the Faculty of Education at Memorial University of Newfoundland during 1999-2000.

Distance Learning Educators are Providing All the Right Stuff

by DEREK SHEPPARD

"Students who are exposed to these practices have an increased opportunity to succeed in distance learning environments."

Newfoundland and Labrador educators, currently teaching in traditional classroom settings, are providing students with the ideal skill set necessary for success in distance learning! Students gain this skill set though a variety of tested and proven pedagogies currently embraced by leading curriculum specialists across our province and beyond. The common thread connecting them together, that being independent and self-motivated learning, permeates the fabric of many daily classroom activities in both rural and urban schools, alike.

When students first enter school they experience a borage of curriculum-based activities which contribute to the resolution of challenges commonly found in distance learning. The busy words, inclusionary curriculum, resource-based teaching, guided learning, and discovery learning, are frequently heard in educational circles and their practices are applied in today's classrooms in many innovative ways. Students who are exposed to these practices have an increased opportunity to succeed in distance learning environments. While these strategies benefit all students, they benefit those in remote areas of our province in a special way. By the nature of their location and although the margin is narrowing, students in outport areas are more likely to engage in distance education during their secondary and post-secondary schooling than students in urban regions.

Secondly, school systems across Canada have developed and are continuously upgrading classroom-based technology courses designed to create an acceptance of, and respect for, computer technology, as a part of everyday life. Technology education happens in many forms. Courses dealing specifically with computer technology develop a sense of meaning for the student while other courses develop skills needed to use computers as a learning tool. In both cases, the student gains a deeper understanding of the capabilities of computer technology while they become familiar with a variety of application software. Fortunately for the distance learner, both facets are needed in varying degrees to become an effective learner.

The principle function of the computer, both as an instructional tool and an instrumental resource medium, are a very large part of all Internet-enabled distance learning. Given the distance between inhabitants of a rather sparsely populated province it is comforting to know that there is a tremendous commitment to resources for distance education, on the part of agencies directly concerned with this teaching platform.

Lastly, a vast majority of educational professionals in this province have embraced computer technology with open arms. From keeping records, to supporting curriculum initiatives, to improving inter-school and inter-provincial communication, computer technology is playing an ever increasing role in our daily teaching duties. It serves as a valuable asset to many different levels of education. This adoption of computer technology intrigues young minds, heightening the students sense of curiosity, motivation and enthusiasm, while developing their ability to learn independently. Coincidentally, distance platforms, which provide a vehicle through which distance learning is achieved, involves considerable acceptance and familiarity with computer technology on the part of students. For this reason, the exposure students have in seeing many varied applications of the technology, increases the comfort level students possess.

In summary, as distance learning becomes more widely accepted, it will surely become commonplace in the facilitation of lifelong learning initiatives. As its popularity increases, young students will undoubtedly engage in distance learning at some point in their lives. It is comforting for educators to realize that classroom practices are having a positive effect on innovative forms of distance learning that students will likely pursue in their adult life.

Derrick is a teacher at Eric G. Lambert School in Churchill Falls, Labrador. He currently holds a Bachelor of Arts (Education) and a Diploma in School Resource Services from Memorial University of Newfoundland along with an Advanced Graduate Diploma in Distance Education Technology and a Master of Distance Education from Athabasca University. He can be reached at dlsheppa@cancom.net.

RESOURCES

Editor's Choice for Resources on The Web

www.schoolnet.ca/alcohol
The goal of this site, *Your Life: Your Choice*, is to improve the "quality and breadth of alcohol abuse prevention education" in Canadian schools. The site contains sections for students, teachers and parents, as well as an Information Resource Centre and a Gallery. A great educational resource for teaching young teens about alcohol.

www.nlc-bnc.ca/bioindex/
Available through the National Library of Canada's web site, *Memorable Canadians* is the new web-based database of over 200 eminent Canadian personalities. *Memorable Canadians* provides quick and direct access to biographical information on important Canadians who have contributed to the Canadian cultural landscape. A great site if looking for Canadian biographies. Check out the National Library of Canada's main web site (www.nlc-bnc.ca) for excellent sources of Canadian information.

www.nlc-bnc.ca/services/checklist/ province-e.htm
If you need genealogical information from newspapers but don't know the exact date of the birth, marriage or death, then check out this site. Now you can find out which newspapers have been indexed for this and other information by looking in the *Checklist of Indexes to Canadian Newspapers* held by the National Library of Canada.

http://canconnect.ic.gc.ca/certificate
Check out this site to learn more about the *CanConnect Skills Certificate* – a national strategy to provide all young Canadians with opportunities to acquire and showcase information and communications technology (ICT) skills. The *CanConnect Skills Certificate* is designed for learners at the K-12 level of the learning system and is being promoted as a motivational tool. Teachers can incorporate the project into regular classrooms or as an extra-curricular activity.

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EXPLORING HEALTH CAREERS

This CD ROM is a career exploration tool designed for students who are interested in exploring the health profession as a career. It is a dynamic and interactive CD ROM which leads students through a three-step process in career decision making. The CD can be used as a stand-alone program or students can explore a number of links to career resources locate on the Internet. To order contact Professional Development, H2901, Faculty of Medicine, Memorial University of Newfoundland, The Health Sciences Centre, St. John's, NF, A1B 3V6, Tel: 709-737-6653 or 1-888-299-0676, Fax: 709-737-6032. $19.99 per CD, plus shipping and handling.

THE SECRET UNDER THE WHIRLPOOL • BEYOND THE WATERFALL • EXPLOSION AT DAWSON CREEK

The Secret Under the Whirlpool, *Beyond the Waterfall*, and *Explosion at Dawson Creek*, by author Elaine Breault Hammond, follow the time travel adventures of Maggie and her friends as they are transported back to eighteenth century Acadia, the Canadian prairies of the 1890's, and Dawson Creek, British Columbia during the Second World War.

In *The Secret Under the Whirlpool*, Maggie is spending a lonely summer holiday until a whirlpool pulls her and her friend Marc into a cave. In *Beyond the Waterfall* she becomes part of a pioneer family – attending school, doing chores and helping to look after her new family's horses. Mysterious night time activities and a near escape from arrest by American soldiers keeps her on her toes and curious about her new life in *Explosion at Dawson Creek*.

Elaine Breault Hammond has written three well crafted time travel adventures. Combining history and fiction, these books will be enjoyed by all ages. Ragweed Publishers: *The Secret Under the Whirlpool*, $8.95; *Beyond the Waterfall*, $7.95; and *Explosion at Dawson Creek*, $7.95.

CALENDAR

PROGRAM SPECIALISTS
November 14-16, 2000
Albatross Motel, Gander. Contact:
Wayne Hallett, Tel: 709-489-2168, Ext. 233.

READ (READING, ENGLISH AND DRAMA)
November 16-17, 2000
Airport Plaza Hotel, St. John's. Contact:
Brian Vardy, Tel: 709-579-4107, Ext. 236.

SCHOOL ADMINISTRATORS' COUNCIL ANNUAL CONFERENCE AND AGM
April 4 - 6, 2001
Details are still being finalized. School administrators with suggestions for guest speakers, topics for sessions, etc. may submit to: Robert Matthews, Tel: 709-639-8945, Fax: 709-639-1698; or Victor May, Tel: 709-635-2337, Fax: 709-635-2995.

CAP CONFERENCE
May 16-18, 2001
Winnipeg, Manitoba. Theme: "Democracy and Educational Leadership into the New Millennium". Speakers include John Ralston Saul, Stephen Lewis and Michael Fullan. For information check the CAP web site at www.resd.mb.ca/cap2001.

MUSIC
October 19-21, 2001
St. John's. Contact: Mary Dinn,
Tel: 709-579-9111, Fax: 709-579-2448.

Note: Contact the Professional Development Division at the NLTA for any changes or additions to NLTA Special Interest Council workshops/conferences.

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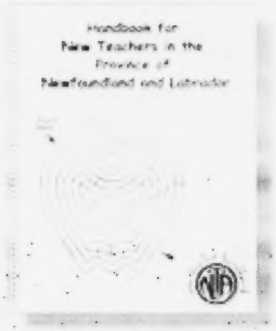

Handbook for New Teachers in Newfoundland and Labrador

The NLTA is pleased to announce the publication of a "Handbook for New Teachers in Newfoundland and Labrador". This is the first such publication specifically prepared to assist new teachers by offering practical suggestions to guide them as they enter this challenging and exciting profession.

This handbook was developed with input from teachers throughout the province through the district teams for the implementation of the Teacher Induction Program. It was first made available in September 2000 and reaction from the field has been very positive.

For copies please contact:
Beverley Park (ext. 244) or Susan Cardoulis (ext. 246)
Professional Development Division,
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NF, A1B 1W1
Tel: 709-726-3223 or 1-800-563-3599 (toll-free)
Fax: 709-726-4302 or 1-877-711-6582 (toll-free)
E-mail: bpark@nlta.nf.ca **OR** scardoulis@nlta.nf.ca

Attention

School Representatives

The School Representatives Kits have been mailed to all School Representatives in the province.

If you have not received your kit, please contact:
Geralyn Costello, Ext. 222 or
Mary Ann Grimes, Ext. 225